

Undergraduate Studies

Annual Report for AY 2012-2013

April 15, 2013

Introduction

The multiple roles, functions and responsibilities of the units that comprise [Undergraduates Studies](#) (UGS) are accomplished by the many individuals and offices in UGS working with and through others in the academic colleges and departments, in the various offices of student affairs, and in other university entities to facilitate the best possible programs and services for undergraduate students. The list of accomplishments in this Annual Report includes the results of direct services and activities provided by individuals and offices reporting to UGS and many other accomplishments through partnerships with the graduate school, academic colleges, library, student affairs and many others throughout the university.

Office of Orientation

Overall for the 2012-2013 academic year, orientation was conducted for approximately 3,928 first year students over 13, 2 day sessions, 336 first year students at a one day session, 5,747 transfer students over 12 sessions and 2,867 first year student guests and 1,123 transfer student guests.

In collaboration and partnership with the academic colleges, the Office of Orientation created and implemented a Pre-Orientation/Pre-advising module that every Transfer student is required to participate in as part of the reservation process for Orientation. The content for the module is specific to their student type and includes a general introduction to the major or major college.

In response to the growing need of the university's online learners and in an effort to make accommodations for students who are unable to attend an in-person Orientation session, the department collaborated with a third party vendor to create and launch a virtual experience for these students.

The department continues to partner with Constant Contact and Visualzen for reservation communication and assessment needs, including the creation of a streamlined call campaign to all new students who have registered for Orientation.

In an effort meet the increased needs of the new Transfer students entering USF, the Office of Orientation created and hired a new Assistant Director for Transfer Orientation position. The individual is tasked with programming and support for this population, as well as creating and implementing leadership initiatives for the student leaders who work with these students. The Office of Orientation received a total of 155 applications and group interview participants, 80 individual interviews, which yielded 43 position offers. This was the most competitive pool to date for the department. Of the 94 Orientation Team Leaders who are currently on campus the cumulative GPA for the group is 3.32.

First Year Programs and Transitional Advising Center

The primary focus of the First Year Academic Programs and the Transitional Advising Center (TRAC) is to assist students in their major selection process at USF and support their progression to degree. The center emphasizes a strong commitment to students who are experiencing transitional concerns regarding their academic endeavors. During the 2012-2013 academic year, the following services and programs were offered to assist and promote student success for students in transition.

Advising transitional students both as undecided FTIC (up to 36 hours) and major re-selection (students changing their majors or being dropped from limited access programs) remained the primary focus. TRAC experienced continued success with student progression due to university initiatives such as advising holds, academic probation holds and departmental advising holds allowing professional staff to be proactive in meeting the needs of the students through advising sessions and essential conversations related to their academic progression.

The curriculum for the U-Decide sections (which began Fall 2011) has again been very successful with outcomes based on transitional issues encountered in University Experience courses with additional emphasis on major selection and career exploration. Students took three instruments designed to assess their personal strengths, learning patterns and career interests. Student evaluations of the U-Decide sections are strong and many report that they found the course to be helpful for them in their transition to USF and the major exploration process.

Early intervention for students with a Major Declaration (MJ) hold continued to be another area of focus for TRAC. Students who were dismissed from their college due to low GPA or ineligibility were contacted via e-mail describing TRAC's services and information on how to schedule an appointment with TRAC. This outreach was successful in notifying students earlier, so they were better able to decide on a new major and move forward with registration and progression to degree. Increased outreach and awareness of the re-selection process has increased student requests for advisor appointments. Evaluations of these advising sessions are extremely positive.

The University Experience (SLS 1101) course continued to be a vital aspect of student success at USF. As a result of outreach efforts by the UE staff, peer leaders, and academic advisors during orientation, registration for this course represented 40 percent of the first year incoming class. Because this was a slight decrease from the two previous years' 43 percent, the program has increased its promotional messaging for the 2013 orientation cycle. A banner advertisement for University Experience is now included in the email confirming students' orientation reservation. They also see a brief promotional video for University Experience before viewing their college's pre-orientation video. Marketing efforts are also present during the Stampede to Success events for students in the pre-admission phase. The goal is to expose students to the University Experience course at least three times prior to arrival at the academic advising session during orientation.

In Spring 2013, a new course was developed as a hybrid of University Experience (SLS 1101), Career Development for Today (SLS 2401), and Advanced Learning Systems (REA 1605). This new course, titled Academic Foundations Seminar (SLS 2901), is designed to assist incoming first-year students with their acclimation to the University, development of effective academic skills, and selection of a career and major. The curriculum has been carefully structured to consolidate select content from the three source courses into a six-week format appropriate for the Summer B term. The course was originally intended to help at-risk students in summer bridge programs (Freshman Summer Institute and Student Support Services) overcome a variety of challenges in order to achieve academic and personal success.

The Transitional Advising Center continued to advise and serve students pursuing a Bachelor's degree in Applied Science (BSAS) and Pre-Hospitality Students. The BSAS program remained a strong degree option for students with an Associate in Science degree as enrollment continued to grow in this program.

Office of Academic Advocacy

In January of 2013 the Office of Academic Advocacy began identifying and reaching out to students experiencing academic barriers to graduation. The initial outreach focused on FTIC students from 2007 and 2008 cohorts as they are coming up to the six-year graduation point. The second priority was to identify students experiencing progression issues. The data suggested students in their fifth semester (junior standing) who have experienced recent drops in their GPA are most at risk of not progressing towards graduation and becoming a retention risk. A report was developed to identify at-risk students and appropriate outreach efforts conducted. Lists of all students identified as at-risk for either six-year graduation or progression were also sent to College Advisors to collaborate on the outreach.

Improvements to academic policy will continue to be a focus. This office has reviewed data on reinstatement and improved the process to better prepare students who wish to return, has reviewed the process for students released from majors to create a new reselection code to more consistently identify students in need of reselection, and assisted with developing new time-to-degree policy for improving student progression.

Collaboration and referrals from across USF has been a significant part of the development of the Office of Academic Advocacy. Meeting with a wide range of offices relating to student academic success has begun and will continue in an effort to reduce the impact of barriers for students in academic distress.

First Generation Access Programs

The First Generation Access and Pre-collegiate Programs (FGAPP) provide access to a university education for promising students from first-generation and/or limited-income families, and identify qualified individuals through a review of the admission application, standardized test scores, and academic records. Each year a limited number of students enter USF through this program. FGAPP also administers federal and state funded pre-collegiate programs charged with serving the needs of underserved students in Hillsborough County. These programs--Upward Bound and the College Reach-Out Program (CROP)--work with first-generation and limited income secondary students (grades 8 thru 12) who aspire to attain a post-secondary education.

First-year students entering the Freshman Summer Institute (FSI) enroll in a six-week residential summer session. During this time, students become acquainted with University services and resources before the fall term, ensuring a smooth transition from high school to college life. Throughout the six weeks, students are required to live in the residence halls where they experience an environment supportive of their academic work. Students attend weekly workshops on a variety of topics relevant to academic success, acclimation to college life, and their growth and development as first-year students.

FSI tackles the challenges of the freshman year with an active concern for students' personal and academic welfare, enhancing their academic enrichment and better orienting them to the university environment. Counselors, a crucial element of the program, personally advise, counsel, and monitor students' progress throughout the first year. Personalized attention, combined with a holistic approach for student growth, distinguishes the Freshman Summer Institute as a unique student resource. The 2011 student retention rate for FSI students after their first year (fall to fall) was 94 percent.

The Student Support Services (SSS) Program received a continuation grant in the amount of \$289,738, enabling the program to continue providing access and support for first-generation and low-income USF students. Scholarships totaling \$25,975 were awarded to program participants to enhance student retention during the 2012-13 academic year. First year

students entering Student Support Services in Fall 2011 were retained at a rate of 93 percent one year later, Fall 2012. Of this number, 96 percent were in good academic standing at the end of the Fall 2012 semester. The program assists the university in obtaining its sustainability, student access, diversity and success goals.

The grant-funded College Outreach Program (CROP) continues to provide pre-collegiate services for first-generation and low-income secondary school students. Seventeen (94%) of CROP 2012 high school graduates have applied to a post-secondary institution with 83 percent already accepted for fall semester. The current district GPA average for seniors is 3.57 and 6 percent are eligible for Bright Futures Scholarship and will graduate with honors.

Upward Bound Program provides fundamental support to participants from low-income families and students from families in which neither parent holds a bachelor's degree (first-generation college students) in their preparation for college entrance by providing programs and strategies to motivate students to graduate from high school and prepare them with the knowledge, skills, and confidence that will propel them toward earning a baccalaureate degree and obtaining fulfilling careers in many professions, including those with a STEM focus.

At the end of the 2011-2012 academic year, 91 percent of program students were retained in the Upward Bound Program while 90 percent of graduating seniors enrolled in college. Of those enrolled in college, 92 percent persisted in college from the freshman to sophomore year. In 2012-2013, 30 seniors are expected to graduate high school. One hundred percent have received acceptance into college, with 18 of those seniors expected to enroll at a four-year university. Six have met Bright Futures requirements.

ENLACE (ENcouraging LATino College Excellence) is a program designed to promote academic success, retention, and graduation of Latino students. Focusing on first generation in college students from limited income families, the program helps students make a smooth transition to campus life and provides services designed to help create a strong sense of community of students. ENLACE provides guidance through academic advising and counseling in professional and personal development. Students are encouraged to participate in community outreach programs through activities that celebrate their culture, educate their community, and provide opportunities for individual growth and development.

Celebrating its eleventh anniversary at USF, ENLACE continues to provide quality services to students through its programming. In 2012-2013 academic year, ENLACE sponsored the following events in conjunction with university and community partners: ENLACE Annual Breakfast; the ENLACE day; GRE Preparatory courses and CD preparation loans; College Link/ENLACE day; Latino Leadership Institute; ENLACE Anniversary Picnic and provided volunteers for the Pasos al Futuro Project.

Tutoring & Learning Services

Academic Year 2012-2013 was the fifth year of the Learning Commons and recent expansion of space, personnel and programs has significantly enhanced the student experience.

SMART Lab: Student usage of learning support in STEM and other courses increased significantly over last year due to the expanded space in the new SMART Lab. To date there has been a 43% increase in student users and 131% increase in visits as of March 20.

In College Algebra, the first course to be fully integrated in fall and spring semesters this year, student pass rates increased from their former level of 63% to 75% and withdraw rates decreased from 18.5% to 2%. Pre-Calculus and Finite Math were added for spring semester, hence a comparison of pass rates is not yet available. With over 2000 students enrolled in

SMART Lab courses this semester, to date (as of March 20th) there have been just over 19,000 assistance requests by students for help from a tutor or TA. The infused tutor support is clearly a widely utilized aspect of the redesigned course model.

The results of our work in the SMART Lab have resulted in 2 upcoming conference presentations. One at AAHHE focused on Latino Student Success in STEM Gatekeeper Courses and the other will be presented at the John Gardner Institute, Conference on Excellence in Gateway Course Completion in April.

Tutoring: With the expanded space in the SMART Lab tutoring services for all math and physics courses are now offered in several sections of the SMART lab, allowing for more efficient use of tutors' expertise. With related courses in one large area, tutors can move around and help in different areas as demand ebbs and flows during the day. This has relieved some of the space restrictions in the Tutoring Center from last year. However with more space, and increased visibility, student usage of tutoring has again increased overall.

Tutor Training: This year 35 tutors completed training and the new Coordinator is currently leading two sessions of training for approximately 40 tutors from INTO, Athletics, and TLS. Both sessions will be completed by mid-April.

In collaboration with the Learning Center Director from FAU, the Director of USF TLS has initiated the establishment of the first statewide College Learning Center Association. In April, USF will be host to the second meeting of SUS Learning Center Directors as part of the planning process to establish the association. This meeting is sponsored by Accademia, our tutor tracking software vendor, and the USF University Tutor Organization. The day-long meeting will include a tour of the new SMART Lab and a panel discussion with a group of USF tutors. The newly formed Florida College Learning Association should be officially approved by the National Association by Fall, 2013.

Writing Center: Thanks to increased funding provided by the Student Success Council over the past two years the Writing Center was again able to serve increasingly more students this year. The additional funds from Student Success have produced more appointment opportunities, however all available appointments continue to be utilized and most weeks students must wait nearly a week for an appointment. This year the Writing Center has successfully utilized Twitter to help students gain access quickly when an appointment is cancelled.

The Writing Center has again offered many quality services and has had several notable accomplishments. These have included two national conference presentations and one journal article, organization and facilitation of the third Dissertation Forum, two grant applications, a Writing Center Blog, and many workshops for students.

Academic Integrity and Ethics and Integrity Council (EIC)

Much progress was made in Academic Year 2012-2013 in bringing attention to the value and core principles of ethics and integrity for students, faculty and staff throughout the university community. All Orientation sessions for FTIC and transfer students included a segment focusing on ethics and integrity. The Academic Integrity impact video was shown, encouraging ethics and integrity through promotion of the Commitment to Honor. Students received a copy of the Commitment to Honor, stood and read it aloud together and were asked to take the Academic Integrity tutorial before classes began. Each student's successful completion of the Academic Integrity tutorial was monitored in UGS, and further requests to complete the tutorial were sent to students who had not yet completed it.

Improvements to the tutorial were made for the 2013-2014 academic year, based upon student and faculty feedback. The tutorial was moved into Canvas for use starting this summer for the next academic year.

The Ethics and Integrity Council (EIC) met regularly and continued its planning and events for promotion of awareness and valuing of ethics and integrity as core principles in higher education. The two EIC co-chairs, including a representative from Student Government, and an associate dean from UGS presented information about the development and initiatives of the EIC at the 25th Annual Conference of the International Center for Academic Integrity, held in San Antonio, Texas. Other initiatives of the EIC continued, such as final installation of all 13 bronze plaques of the Commitment to Honor in prominent places around the Tampa campus.

Other initiatives being considered include possible development of an Ethics and Integrity Student Council to coordinate "Ethics and Integrity Week," to facilitate workshops on ethics and integrity in academics and research, to conduct focus groups on the need for academic integrity and to replicate a survey of students and faculty on their views of the state of academic integrity at USF.

Career Center

The Career Center assists students with planning, refining and implementing their career goals. Overall, it has been a very productive year for the Career Center and the following initiatives and enhancements to services and programs are highlights of the many accomplishments that were achieved during 2012-2013.

In an effort to foster and increase incoming freshmen's ability to explore careers and majors prior to enrolling in courses, the Career Center created and launched *Major Possibilities*, a new online, interactive career planning program. The *Major Possibilities* program, a collaborative effort with the Admissions Office and Undergraduate Studies, is composed of an interest assessment, user-friendly instructional videos and career options linked to corresponding USF majors. *Major Possibilities* provides students with a convenient 24/7 venue to learn critical information about themselves and explore career and major options that are a "fit" for their interests.

A number of exciting initiatives and partnerships were established between the Career Center and the USF Library. Some of the selected highlights include construction of a new Job Shop. The Job Shop, located on the first floor of the library, provides a bank of computer workstations which students can use to research and apply for current employment opportunities. The Job Shop also served as a location for Career Peers to provide resume critiques, interview tips and job search coaching services during designated evening hours, Monday through Sunday.

The Career Center's Careers & Coffee pilot conducted during spring 2012 was so successful that it was added to the Career Center's recruitment services portfolio in 2012-2013. Employers, scheduled each month in the Library Starbucks, provide complimentary coffee and talk with students about their employment opportunities. This year's employers included: Aramark, Nabisco, Nielsen, JP Morgan Chase, Motorola, Target, USAA, Total Quality Logistics, AXA Advisors, Laser Spine Institute and Regions Financial Corporation.

Thanks to the Student Success Office support, the Career Center received permanent funding from the student success initiative for two career counselors, eight career peers, a graduate assistant and funds to cover the stipend for adjunct faculty to teach 3 career courses (fall, spring, summer) during the academic year.

The Career Center, in collaboration with the Transitional Advising Center and Tutoring & Learning Services, developed a new three-credit, discussion-based and interactive course for students enrolled in the Freshman Summer Institute and Student Support Services programs. The new course, Academic Foundations Seminar (SLS 2901), is designed to facilitate students' successful acclimation to the university, development of academic strategies, and exploration of careers and majors. Twelve courses will be offered in session B, summer, 2013.

A new career planning and job search strategies textbook was written by Career Center staff and selected guest authors. The textbook, entitled "*Career Development for Today: A Holistic and Inclusive Approach*" and published by Pearson, will serve as the text for all of the Career Center's Career Development for Today (SLS 2401) courses.

In an effort to enhance career planning, employability skills and connection to employers, the College of Engineering and the Career Center collaborated on incorporating career planning and job search strategies into the College of Engineering's EGN 3000 Foundations course. In addition to the curriculum content, which included the development of a professional resume, strategies for networking, career fair tips and professional attire guidelines, students were also required to establish an account in Career Connections and attend the Career Fair. A total of 583 engineering students from the EGN 3000 course attended the fair. This initiative was very successful and the College of Engineering and the Career Center will continue to develop and enhance this effort in 2013-2014. The Career Center was also involved in the development of content and incorporation of career planning, professional branding and job search strategies into the curriculum for the Applied Security Analysis course (FIN 4560), housed in the College of Business.

The Career Center helped establish a new academic honor society, Delta Epsilon Iota (DEI). Delta Epsilon Iota is the nation's first and only academic honor society structured around university career services. Its mission is to educate members about career and professional development, encourage academic excellence, and promote the principles of dedication, enthusiasm, and initiative in all aspects of campus life. All USF students with an overall GPA of 3.3 and 30+ credit hours were invited to join and attend an induction ceremony in November, 2012. A total of 575 students joined DEI and over 200 participated in the ceremony. The Career Center director serves as the founding chapter advisor.

A new Employer Institute, designed to educate and update new and returning employers on recruitment services; creative venues in which to highlight employment opportunities and recruiting trends and strategies that engage and retain today's new graduates, was held on August 3rd and 10th. A total of 108 recruiters, representing 75 organizations participated.

Community and State College Relations

USF joined with Hillsborough Community College (HCC), Pasco-Hernando Community College (PHCC), Polk State College and St. Petersburg College (SPC) to develop a Memorandum of Understanding outlining procedures for the facilitation of students who transfer to USF before earning their associate degree to transfer credits back to their original college to receive those degrees. This "reverse transfer" option was planned when the Regional Consortium Agreement was signed with three of the colleges (HCC, PHCC and SPC) a year ago and was encouraged with a statewide project named "Credit When It's Due" and funded by the Helios Foundation. Plans are in place to bring State College of Florida, Manatee – Sarasota into the arrangement within the next few months.

With the departure of Dr. Jerry Collins, the former Director for Community and State College Relations, advisors from the Transitional Advising Office and others have taken on the role of

meeting with faculty, advisors and students at HCC to discuss transfer issues and opportunities, attending the annual Pasco-Hernando Community College advising conference which includes PHCC administrators, academic advisors and counselors from regional school districts, and other articulation opportunities.

Academic Programs

General Education

The 2012-2013 academic year was an interesting one for general education. State legislative activity brought renewed focus to general education across the state, while stimulating conversation at individual institutions about what a liberal arts education means and how best to deliver it. The General Education Council responded to these issues in several ways.

Legislative Changes to General Education

In April 2012 the Florida State legislature passed House Bill 7135 amending Section 1007.25, Florida Statutes. This new legislation significantly impacts general education across the state. The primary changes are: 1) the reduction in the number of general education credit hours required from 36 to 30; 2) the requirement of 15 credit hours consisting of one course from five options in each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences; 3) the requirement that a student complete one course in each of those areas; and 4) an implementation date for these changes set at fall 2014. Statewide faculty committees for each of the five core areas were formed and worked during the fall semester to define common student learning outcomes and to identify up to five courses to be included in each core area. Past and present members of USF's General Education Council (GEC) as well as others from across the university served on each of the statewide committees with the exception of the Humanities core area. The recommended learning outcomes and courses for each area can be found at: www.fldoe.org/articulation/hb7135gep.asp.

The above-mentioned learning outcome and core course recommendations have since been reviewed by all institutions in the State University System and the Florida College System and their comments have been submitted to the Steering Committee overseeing the General Education Project. As a result of the feedback provided by SUS and FCS institutions to the Steering Committee, changes to the legislation were proposed in March 2013. These changes include: 1) an increase in required credit hours back to 36; 2) an allowance for more than five courses in core areas, if recommended by the Statewide Faculty Committees, and 3) an implementation date of fall 2015. As of the writing of this report, Legislation which includes the proposed general education changes, among other education issues, is under consideration by the state legislature.

To keep the university informed of the state-mandated changes, Karla Davis-Salazar (GEC chair), provided, and continue to provide, frequent updates at the meetings of the Faculty Senate and Faculty Senate Executive Committee. Karla Davis-Salazar also presented an overview of the issues at the CAS Fall Assembly in December 2012.

Impact on General Education at USF

In response to the state activities related to general education, the General Education Council suspended recertification of existing general education courses in the Foundations of Knowledge and Learning (FKL) Core Curriculum until the fate of general education in the State of Florida becomes more certain. The rationale behind this suspension relates to the significant impact that the mandated changes will have on enrollment in general education courses, particularly for those departments and programs that do not have a course included in the state-mandated 15 credit hours. Specifically, given that students will be required to fulfill their

first 15 hours of general education from a potential total of 21 courses, enrollment in other existing general education courses will shift dramatically. Thus, the GEC decided to suspend recertification rather than make departments go through the work to recertify their courses when in fact those courses may not end up in the general education curriculum.

The uncertainty related to general education also led the General Education Council to postpone action on the 15 credit hours that are up to the discretion of individual institutions. However, council discussions about the future of general education at USF were held and highlighted the desire among faculty to keep USF's general education curriculum distinctive even in the midst of a state-mandated core. Suggested means for achieving this ranged from infusing existing FKL dimensions of global context and human/cultural diversity into USF offerings of state-mandated courses to creating interdisciplinary, problem-based courses focused on global issues to developing "purposeful pathways," or thematic tracks, with the 15 credit hours at USF's discretion. However, no action will be taken until legislative activity is completed and the exact structure of general education in the state is clear.

Global Citizenship General Education Program

In the midst of legislative changes to general education, the Global Citizenship (GC) General Education Program continued. The GC Program is a track within the FKL Core Curriculum that provides students with a global focus in their general education coursework. Launched as a pilot in the fall of 2011 with a cohort of 23 CAS students, the program entered its second year in AY 2012, welcoming three new cohorts in the fall, one each from the Honors College, College of Business, and College of Engineering. Enrollment in the program now totals 89 students. The first cohort is completing its coursework and preparing to study abroad during the upcoming summer. The new cohorts are completing their second semester of coursework. Plans are now underway to recruit four new cohorts in fall 2013 from the Colleges of Arts & Sciences, Education, Public Health, and The Arts.

Based on lessons learned from the initial cohorts, some changes to the GC Program have been made. These include a reduction in the number of required courses (from 10 to 5), a renewed commitment to small class sizes, the addition of co-curricular and community service requirements, and the development of the Global Citizenship Living Learning Community (GC LLC). These changes will be implemented with the fall 2013 cohorts. Both returning GC students and new recruits may join the GC LLC.

Faculty teaching in the GC Program have met regularly over the course of the academic year as part of their involvement in the GC Faculty Learning Community (GC FLC), which is supported by the Office of Student Success. In addition to discussing GC students and courses, the GC FLC has been brainstorming ideas for how to expand the GC Program to impact more students. While still rough, ideas include a tiered model with increasing student benefits and program requirements (e.g., lower-level courses, capstone courses, competitive study abroad scholarships, etc.).

Looking Ahead

Once state-mandated general education changes are finalized, the GEC will begin in earnest to discuss how best to adapt to these changes. As in previous discussions, potential impacts on course enrollments, faculty teaching loads, departmental resources, and graduate assistantships will be taken into consideration. Specific issues to be resolved include the role of the GEC in oversight of state-mandated courses, curricular revisions of existing general education courses included in the state-mandated 15 credit hours, necessary development of new courses included in the state-mandated 15 credit hours, and restructuring of the remaining 15 credit hours at USF's discretion.

Recertification of capstone courses will resume in the fall as these courses are not general education requirements and therefore not affected by legislative changes. The FKL Core Curriculum will continue as currently structured as will the GC Program. Finally, the Quality Enhancement Plan will likely enter GEC discussions as we ramp up for reaffirmation in 2015. The 2005 Quality Enhancement Plan focused on general education and undergraduate research, so it is likely that the 2015 Quality Enhancement Plan will build from this foundation.

Leadership Studies

During the past academic year, the Leadership Studies (LDR) program generated 2,867 funded SCH. This is a slight increase from the 2,828 SCH generated during the prior academic year. The increase may be more significant; however, due to the limited funding resources available for instructors' reimbursement, course offerings are limited to one section per semester, with the exception of the Fundamentals course, which typically offers two sections a semester. Many sections of the Leadership courses are full and students have asked for course capacity overrides to get into closed courses.

The Leadership Studies program continues its strong collaboration with Student Affairs and continues to work closely with the Center for Student Leadership & Civic Engagement to connect students to the academic curriculum within the LDR Minor. Fall 2012 a cohort of 20 TECO employees began their career at USF, declaring the BSAS Leadership Studies concentration.

Currently Undergraduate Studies (UGS) is working with Orientation to transition the OTL and Advanced OTL courses from special topics courses to courses with decided prefixes and numbers. A total of 50 veterans have taken the Vet Success course during the 2012-2013 academic year. This number is down slightly from the prior academic year due to the drop of offering two sections for each Fall and Spring semesters down to one section per each Fall and Spring semesters.

Bachelor of Science in Applied Science (BSAS)

This bachelor's degree program continues to be the primary degree completion pathway for Associate in Science (AS) degree holders. This program is especially unique in that it is designed to utilize and fill existing seats in courses routinely offered by academic departments associated to the multiple disciplinary areas of concentration. Enrollment has remained relatively steady from the previous year with 330 active Tampa students currently majoring in the BSAS as of early April 2013. There were 14 graduates in Summer 2012 (consistent with the previous year) and 20 graduates in Fall 2012 (a 25% increase over the previous year). The three most popular concentrations remain Criminal Justice, Public Health, and Leadership Studies. Leadership Studies is currently the fastest-growing concentration, with an enrollment increase of 181% over the previous year.

In an effort to increase the academic rigor of this program, the Transitional Advising Center conducted a curriculum review of all BSAS concentrations in conjunction with department chairs and academic advisors from each discipline. Concentration hours for each curriculum were increased. All concentrations are now at 24 credits or higher and include the Senior Capstone for BSAS/BGS (IDS 4934) course. The corresponding concentrations for the Bachelor of General Studies (BGS) degree program were also modified to maintain consistency between the two programs. Individual proposals to modify each of the 25 curricula were submitted to the Undergraduate Council and were approved to become effective in Fall 2013.

During the curriculum review process, three new BSAS concentrations were introduced to become effective Fall 2013. These three concentrations are Deaf Studies, Health Informatics, and Information Architecture. In addition, the Information Technology concentration currently housed in Lakeland was reinstated for the Tampa campus. Negotiations are currently in progress to reinstate the Business Administration major as well. These new and reinstated concentrations will provide additional opportunities to grow the BSAS program in the upcoming academic year.

The Office of Undergraduate Research

The Office for Undergraduate Research (OUR) promotes mentored research across all disciplines by partnering with faculty and staff in all academic programs, administrative units and within the community. The office assists students, faculty, staff, administrators and community leaders in establishing research experiences that are designed to enhance a student's academic progression and foster deeper immersion in the field. The office elevates the research experience by providing all participants professional development and mentoring workshops, research training, publication and funding opportunities.

MAJOR ACCOMPLISHMENTS 2012-2013

USF Website

The OUR created a new website that contains numerous resources for students, staff and faculty (<http://lib.usf.edu/undergraduate-research/>). A hallmark of the website is a full listing of all workshops and online registration allowing tracking and communication to all students. They also established the OUR Blog that contains News and Announcements, Event Information and Student Testimonials.

USF Freshman Orientation:

The OUR presented an "Understanding Undergraduate Research" presentation during 15 freshman orientations to approximately 3,200 students and also to parents. The success of these presentations was evident in the increased number of first-year students who attended the Getting Started Workshops compared to 11/12 (see details below). In addition, the OUR met with 20-30 students and parents during each of the 60 min information sessions.

Recruiting and Outreach:

The OUR participated in the Stampede to Success and Scholars Showcase events during 12/13. During these sessions the OUR Director and staff interacted with prospective students and parents to discuss USF, the OUR and the opportunities for research. The OUR developed specific recruiting print materials and distributed approximately 200 flyers during each the event.

OUR Training Workshops:

The OUR offered 21 *Getting Started in Undergraduate Research Workshops* during Fall 2012 that were attended by nearly 400 students. An additional 20 workshops were offered during Spring 2013. Nearly 40% of the attendees were classified as first year students, up from 24% during the previous year. This increase was a direct result of OUR's participation in orientation events and it points to the importance of getting incoming students engaged in UR as soon as they enter the university. The total number of students trained through these workshops during this year is anticipated to be 800. Pre-Post survey responses show that there was a statistically significant change across the entire population and also between the pre and post responses to 11 of the 12 survey items. The trend of the change was to a higher level of understanding (more agreement) of the survey item. These results suggest that the workshop is effective in meeting several of its learning objectives and results in a more informed population that better understands the process and importance of engaging in undergraduate research.

The OUR also provided individualized UR workshops for the following faculty and student groups (approximately 220 students):

- Fraternity Brothers and Migrant Student group
- Chemistry Club Student Organization
- SCATT
- Dr. Batsche; Undergraduate Researcher Course (BCS)
- Dr. Jones; Business Honors Students (BUS)
- College of The Arts
- Student Support Services (SSS), Ms. Reba Gath
- Dr. Cummings; Inquiry and Discovery Honors Calls
- Microbiology Club Student Organization

In addition to the Getting Started workshop, the OUR developed the *Researching a Mentor* workshops and offered 10 sessions in Fall 2012 and another 14 during the Spring 2013. These workshops expand the information discussed in the Getting Started and engage students in numerous activities that demonstrate how to utilize web resources to research faculty. Students also develop several questions that can be used to engage faculty. These workshops have averaged 13 attendees.

Development of Novel UR Opportunities:

The OUR expanded its partnership with the USF Library Special and Digital Collections. This partnership allowed six students to engage in UR activities with library faculty. Four of the students presented their research at the 2013 UR Colloquium. During the year, the OUR partnered with USF Wellness, Decision Support and the Patel School of Sustainability to develop new UR positions. The OUR also initiated an online application so that any potential mentor could develop a UR position that is made available to the workshop attendees. This initiative provided over 50 students a mechanism to obtain an authentic UR experience.

OUR established the CREATTE Scholars Program (Creating Research Experiences and Activities Through Teaching Enhancement). The intent of the CREATTE initiative was to build additional undergraduate research capacity by providing seed funding for the development of sustainable opportunities for students to engage in undergraduate research and creative activities through their coursework. The OUR supported 21 CREATTE Faculty Scholars who taught 27 courses and provided 723 students UR experiences. The success of the initiative was validated by a survey where more than 85% of the CREATTE student researchers indicated that they gained elevated confidence across 12 research competencies. In addition, 85 CREATTE student researchers presented their projects at the Undergraduate Research and Arts Colloquium. The funding model for the CREATTE initiative provided all of these outcomes at less than \$80 per student.

OUR Funding, Presentation and Publication:

In an effort to expand OUR services to underrepresented populations of students, the OUR applied for McNair funding through DOE. The grant was viewed very positively and scored an average of 104/112 (93%). However, due to budget cuts the DOE did not fund ANY awards to institutions that did not have established funding. The OUR intends to apply for SSS funding in 2014 and also pursue NSF TUES funds.

The OUR submitted to present several sessions at the National Society for Experimental Education (NSEE) highlighting the CREATTE initiative and several student UR projects. The OUR also presented with several library faculty at the Association of College and Research Libraries (ACRL) Spring Virtual Institute: *N. Cunningham, A. Smith, M. Greenberg and RS Pollenz, Undergraduate Research Programs and the Academic Library: How Partnership*

Creates Successful Research Experiences.

Scholarships and Funding:

The OUR established several funding initiatives to support student research during 12/13.

The *Research in Arts Scholarship* supported six students who developed creative works that are on display in the OUR office suite. This initiative represents a truly unique program that highlights the impact of research outside of the STEM disciplines.

The *Interdisciplinary Research Scholarship* promotes student engagement in interdisciplinary research at USF. This initiative is in direct alignment with the USF Strategic Plan. Five awards were made during 12/13 and four of the projects were presented at the UR Colloquium.

The *Undergraduate Research Travel Grant* support students who need to travel for the purposes of conducting research related to an ongoing research or creative activities project. Eight students received awards during 12/13 and all presented their projects at the UR Colloquium.

The OUR partners with the Office of Community Engagement to support the *Community Scholars Fellowship Program* to support undergraduate students conducting research that benefits, and is carried out in partnership with, community organizations, nonprofits, or local government agencies. Four students received awards in Spring 2013 and two presented their projects at the UR Colloquium.

Undergraduate Research and Arts Colloquium:

The OUR organizes the annual Undergraduate Research and Arts Colloquium each year to highlight research and creative activities across all disciplines and colleges. The colloquium, held on April 17, 2013, received a record number of applications and provided a forum for 290 undergraduate students to present their research through 216 oral, poster or performance sessions, a 35% increase compared to last year. All USF colleges with undergraduate programs were represented. The Colloquium included presentations by 84 students who engaged in research through the CREATTE initiative. The CREATTE Faculty Scholars also presented posters that illustrated the process by which they incorporated research into their courses. The OUR also initiated the *Take Your Class to the Colloquium* initiative that provided a structured program for faculty to engage their students with the presenters. This program allowed over 1,000 students to be inspired by the research and obtain information about UR. The OUR received a record 65 requests from faculty/students/staff to serve as research facilitators who engage with the student presenters and provide feedback on the presenters performance. Twenty student presenters received \$250 Research Excellence Awards as nominated by the facilitators.

Army ROTC

The University of South Florida's Army ROTC (AROTC) Suncoast Battalion continues to outperform in every facet and produce top tiered Second Lieutenants for the U.S. Army, while building excellent relationships with the academic community. The Army ROTC program has a strong cadre of faculty and staff charged to instruct and assist the future generations of officer leadership. Comprising six officers, four non-commissioned officers, and four government civilians, these fourteen cadre are no-cost to USF or any of the program's partnership or affiliated schools. This battalion remains one of the top battalions within 6th Brigade. As a result, the Suncoast Battalion was chosen to spearhead the logistics for a multi-state field training exercise that involved ten ROTC programs and successfully trained over 300 Cadets at Camp Blanding, Florida.

This year the USF Army Cadet population surged to 210 Cadets. Of these Cadets, 136 are "contracted" and receive monthly stipends that total \$544,000 over an eight-month period. The battalion has 58 Cadets with a ROTC scholarship which totals over \$649,600 in benefits. The battalion commissioned 51 Second Lieutenants into the U.S. Army during 2012, far exceeding its mission of 31 Second Lieutenants. Eleven of these officers graduated with honors as Distinguished Military Graduates, placing them in the top 20% of Cadets in the nation. Two of this year's graduates earned a degree in Nursing and are on their way to becoming Army nurses.

USF Army ROTC Cadets participated in numerous extracurricular training and social events to include: the 2013 Ranger Challenge Competition; five field training exercises; two rifle ranges; and numerous joint color guards for the USF athletic department and local community. The USF Army ROTC program was highly involved in foreign affairs. The Suncoast Battalion sent eight Cadets to countries across four continents during the summer to work with foreign nationals through Cadet Command's Culture & Language Awareness Program (CULP). The cadre even participated in a USF-sponsored visit by a Colombian military and governmental delegation.

Also during the summer months, selected USF Army ROTC Cadets attended and graduated from highly coveted US Army schools. Two Cadets attended Air Assault School, two Cadets attended Airborne School, one Cadet attended Northern Warfare School and eight Cadets were selected for the Cadet Troop Leader Training (CTLT), which provides Cadets the opportunity to experience leadership in Army Active Duty units over a three to four week period.

Lastly, the Suncoast Battalion was heavily involved with local Junior ROTC programs at several high schools in the Tampa Area. Our program supported their drill meets, conducted inspections, and sent representatives on a monthly basis to support their programs.

Air Force ROTC

The University of South Florida's Air Force ROTC (AFROTC), Detachment 158, continues to train, educate, motivate and commission leaders of uncompromising character for the United States Air Force (USAF). Cadet enrollment for the 2012-2013 Academic Year reached as high as 132 cadets in the Fall semester, and is currently at 83 cadets from the University of South Florida and 11 other cross-town colleges and universities. Of these cadets, 26 are recipients of Air Force scholarships totaling \$235,016 for this academic year. The 2012-13 graduating/commissioning class consists of 16 outstanding Air Force officers in a myriad of career fields to include Pilot, Combat System Operator, Cyber Operations, Logistics, Aircraft Maintenance, and Developmental Engineering.

Detachment 158 also supports active duty Air Force officers and enlisted members attending University of South Florida under the Air Force Institute of Technology. These 7 members are earning advanced degrees in technical disciplines or participating in the nursing program.

The detachment cadre consists of four officers, two non-commissioned officers, and a USF Senior Staff Assistant. To assist in unit administration and recruiting, the Air Force supplemented the detachment with a second lieutenant "Gold Bar" Recruiter. This dedicated lieutenant set the Air Force ROTC record for applicants contacted and matriculated into the system, garnering 1,020 applicants from over 8,400 high school students contacted. He has also aided 12 of the most highly-qualified students in earning 4-year Air Force ROTC Scholarships.

Throughout the academic year, the Cadet Wing spent countless hours planning and participating in more than 100 community-service, social and professional activities in and around the greater Tampa area. Most recently, Detachment 158 lent great support to the 2012 Susan G. Komen "Race for the Cure" fundraising event. Furthermore, Detachment 158 sent an athletic team to the University of Florida to compete in the annual "Lime Cup", an Air Force ROTC region-wide sports tournament featuring over 200 participants and fans from University of Florida, University of Miami, Florida State University, University of Central Florida, Embry-Riddle University and Valdosta State; Detachment 158 repeated their first-place performance from last year in stunning fashion.

Finally, Detachment 158 continues to promote global awareness of our future military officers. This year cadets participated in study abroad programs in France, Costa Rica, Jordan and Russia and had the opportunity to attend dialog sessions with 7 high ranking Coalition officers from all over the world. These forums enhance learning and broaden perspectives as the cadets begin their military careers while highlighting the importance of building multi-national relationships with other countries.

Naval ROTC

The 2012-2013 academic year has been a great one for University of South Florida's Naval Reserve Officers Training Corps (NROTC) Unit, filled with opportunities for our students to experience the richness and diversity of college life while working towards their final goal: to earn commissions in the U.S. Navy and Marine Corps. This has been an especially meaningful year to us because it is the 10th anniversary of the founding of the unit here at USF, a milestone that we are proud to have achieved with the strong support of USF and the Department of the Navy.

As in years past, we began with new student orientation in August the week prior to classes starting. This year we have 30 new students, 23 of whom are on full academic scholarship, including tuition, fees and books. We also welcomed three new Marine Enlisted Commissioning Program (MECEP) students, who have been hand-picked from the enlisted ranks of the Marine Corps to attend USF as full time students while still serving and drawing pay as Marines. Our current demographics are as diverse as our nation, with 26 females and 63 males and including a student who immigrated from Poland, and Midshipmen from all over the United States. Over 92% of enrolled students are on scholarship and receive yearly benefits totaling about \$1 million for tuition, books, fees and monthly stipends.

The University of South Florida Naval ROTC produced a total of sixteen new officers during this academic year, including ten Navy and six Marine Corps officers. These new leaders are off to be trained in their selected warfare specialties, including Infantry, Artillery, Armor, Aviation, Submarine, Surface, Special Operations, and many others.

The Buccaneer Battalion has served our community throughout this year, including well over two dozen events that include the USF School of Nursing Joint Forces conference, the Safety Harbor Veteran's Boat show, Stampede of Service, USF Homecoming Parade, Operation Helping Hands, and the VA Hospital's adaptive sports program for wounded warriors and their families. In February we again hosted the 9th annual "Battle of the Bulls" Drill Meet for local NJROTC high school programs. Thirteen high schools participated in the one day competition with well over 1,000 students and friends attending and seeing the beautiful USF main campus at its best.

USF's Buccaneer Battalion continues to support USF athletics, including providing Color Guard services prior to Bulls Football games, Supporting USF female Softball and Basketball, and

hosting this year's Toughest Bull competition, an annual event held on campus involving running, swimming, pushups, sit-ups, and pull-ups, all done as endurance events. The unit is also involved in numerous outreach activities, including (to name but a few) USF's School of Nursing, School of Medicine, School of Engineering, and Office of Veteran's affairs.